



Position Information Document

Position Title	Director of Students (Middle Years, Year 9 & Year 10)
Team	Marian Campus Leadership Team
Responsible to	Principal/Deputy Principal, through the Deputy Head of Campus
Classification	Teaching / Position of Responsibility (POR) 3
Fractional Time	1.0 FTE (0.6 FTE POR release, 0.4 FTE teaching)
Tenure	January 2026 - January 2030

Cardijn Context

Cardijn College is a leading R-12 co-educational Catholic school established in 1984, deeply connected to the Marist tradition and inspired by the dual charisms of our patrons, Cardinal Joseph Cardijn and St. Marcellin Champagnat.

Located in the Southern Vales region of Adelaide, Cardijn has grown to three campuses, each offering a unique educational environment to over 2,100 students, supported by more than 300 dedicated staff members.

Cardijn College Marian in Noarlunga Downs enrolls students from Years 7 to 12, offering an extensive curriculum alongside a vibrant extra-curricular program to support a range of learning pathways and cater to the varied interests of our students.

Cardijn College Marcellin in Christie Downs has a focus on vocational education and training for students in Years 10 to 12 and beyond, with relationships that extend well into their careers. Marcellin facilitates seamless transitions into professional life through strong industry partnerships, equipping students with the skills and experiences necessary for career success.

Cardijn College Galilee in Aldinga enrolls students from Reception to Year 9, providing a nurturing environment with an emphasis on ecological awareness and a personalised sense of belonging.

Description of Position

The Director of Students works in partnership with the Deputy Head of Campus and a team of House Leaders and Homeroom Teachers. Together they are responsible for the students' pastoral care, wellbeing, and related academic progress. The Director of Students works in partnership with other senior leaders to develop and maintain a family spirit and love of work that is evidenced by students at Cardijn.

The Director of Students is responsible to the Deputy Head of Campus for the development of students and the management of House Leaders in their assigned duties. In performing this role, the Director of students is a leader in the holistic development of students and through this role develops strategies, practices and processes that supports the development of students physical, social and mental health. The Director of Students with the House Leaders also has a significant leadership role in the management of the student leadership program.

Key Working Relationships

- Campus Leadership Team
- House Leaders
- Curriculum Leaders
- Homeroom Teachers
- Student Development Officer
- Leader of Diverse Learning
- Wellbeing Services
- College Staff
- Students
- Parents & Caregivers
- External Stakeholders

KEY AREAS OF WORK

The Director of Students will:

- Work closely with the Deputy Head of Campus, House Leaders and Homeroom Teachers in providing effective pastoral care, management and wellbeing of students, with a focus on the case management of individual students in Year 9 and Year 10
- Lead and coordinate a rigorous pastoral care program for Friday Homeroom which supports the holistic development of all students in Year 9 and Year 10
- Ensure each House Leader has published a term program in advance with consideration for other House programs and the College calendar
- Work in partnership with staff, parents/caregivers, students and allied health professionals (where relevant) to manage behavioural or wellbeing concerns, developing and documenting relevant plans to ensure student progress, conducting regular reviews of these plans as appropriate
- Be responsible for the development, implementation and review of procedures and strategies, together with the effective administration of behaviour management across the College. This will require raising awareness of the Cardijn College "Levels of Support" and working with the House Leaders on serious or ongoing behaviour management issues
- Document, record and file information in relation to student behaviour and wellbeing issues, and respond accordingly to these issues; monitor and case manage the learning and development of all students within Year 9 and Year 10

- Actively engage with parents/caregivers and families with regard to student development and wellbeing
- Facilitate the resolution of grievances between students and/or staff, utilising, in general, restorative practices
- Provide leadership of, and support for, House Leaders in all aspects of their role, and ensuring consistently high standards are enforced across the College
- Work with House Leaders, Curriculum Leaders, the Director of Teaching & Learning and the Leader of Diverse Learning to monitor students at risk, ensuring that appropriate follow-up occurs
- Work closely with the Wellbeing Coordinator and Campus counselling staff to ensure appropriate management and tracking of students who access Wellbeing Services.
- Liaise with the Student Development Officer for case management support for the learning, academic progress, and wellbeing of Young People in Care and CESA Scholarship students
- Chair House Leaders Meetings and maintain accurate records of agendas, minutes, and actions.
- Contribute to the Student Information Booklet and other relevant student communications in partnership with the Deputy Head of Campus
- Coordinate year level events and gatherings across Year 9 and Year 10 in collaboration with relevant staff. This will include, but is not exclusive to:
 - Student leadership development days
 - Year level camps
 - Student Immunisations
 - Spring Fling
 - Athon Day
- Support the Deputy Head of Campus on other "significant" College days such as the Transition Day, the beginning and end of year
- Manage the Student Leadership program to provide appropriate opportunities and guidance to student leaders
- Liaise with the Leader of Diverse Learning, Student Development Officer, LaValla Coordinators, Marist Centre Coordinator and First Nations Coordinator in the interest of student development and wellbeing
- Oversee and coordinate the Student Leadership election process across Year 9 and Year 10
- Work in partnership with House Leaders (Middle Years) and Year 9 and Year 10 Teachers to support the effective transition of students joining the Cardijn Community
- Ensure all spending occurs within the allocated budget
- Participate in enrolment interviews with prospective families
- Lead the organisation of Assemblies, Liturgies, Masses and other College events
- Mentor and support graduate and early career teachers with the management of pastoral development and student wellbeing
- With the Directors of Students (Year 7/8 and Year 11/12), have oversight of the pastoral care processes across the campus
- Support the management and response to critical incidents where required, including informing Executive Leadership as necessary and ensuring appropriate documentation and reports are kept.
- Promote a safe working environment for all staff, students and volunteers.
- Perform other duties as required by the Principal (or delegate)

TEACHER DUTY STATEMENT

Professional Responsibilities

- Fulfil all requirements of the Australian Professional Standards for Teachers
- Operate in accordance with the Charter for Teachers in SA Catholic Schools
- Actively commit to uphold and contribute to the ethos of Catholic schools in general as well as that of Cardijn College
- Comply with relevant legislation as well as the South Australian Commission for Catholic Schools (SACCS) and the College's policies, guidelines and procedures
- Complete administrative tasks accurately and on time including record keeping and management of confidential information
- Appropriately assist students who are hurt, sick or in distress
- Meet and teach students at designated locations and times
- Develop and maintain effective professional partnerships with other staff
- Undertake supervision duties including yard duty diligently
- Undertake supervision of all Teachers, Education Support Officers and students in the designated area(s) of responsibility
- Attend staff meetings, parent teacher interviews and other co-curricular activities

Content of Teaching and Learning

- Understand and implement the requirements for curriculum development and create curricula in accordance with the Australian Curriculum and school's directives
- Design, develop and implement teaching programs and lesson plans
- Address students' varying intellectual, emotional and physical abilities in teaching practice
- Identify individual learning needs and styles, and plan authentic learning experiences that enable all students to achieve success
- Know and understand a range of learning methodologies and technologies and their application to the classroom
- Research and utilise teaching resources to build upon concepts and apply them in classroom environments
- Observe students to determine how well they are performing and assist individual students who may not be performing well
- Evaluate each student according to assessment standards, keeping in mind individual limitations
- Develop curriculum and assessment procedures in designated curriculum areas/year levels according to college policies
- Demonstrate best practice in teaching and learning and remain current in knowledge and application and update/adjust practice to achieve same
- Provide students with information and support in improving performance

Classroom Management and Behaviour Education

- Supervise students during classroom and extra-curricular activities that ensures their physical and emotional wellbeing
- Manage behavioural problems in accordance with the Cardijn Behaviour Management Procedure to ensure that each student understands the need for following acceptable behaviour standards
- Establish positive and effective relationships with students
- Establish and maintain a task-oriented learning environment

- Set and adhere to timelines for completion of work and negotiate and implement consequences if expectations are not adhered to
- Work with students to create an attractive welcoming classroom environment
- Maintain standards of tidiness and orderliness
- Ensure necessary equipment and facilities are accessible, available and in readiness for planned activities
- Make all reasonable efforts to manage the behaviour of students effectively within the directions of the relevant SACCS policies and procedures
- Identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions
- Apply effective consequences and strategies to assist students who interfere with teaching and learning

Assessment and Reporting of Student Learning

- Maintain accurate and comprehensive records of student progress and achievement
- Use a variety of assessment and reporting methods to regularly monitor student learning and achievement
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement
- Provide parents/caregivers and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the College

Professional Learning

- Willingly update learning and teaching pedagogy to implement appropriate strategies that support student learning including the use of ICT
- Maintain up to date knowledge and understanding of the SACE and the Australian Curriculum
- Make a commitment to professional learning associated with all school matters including Work, Health & Safety, wellbeing, school organisation and other professional themes
- Be a reflective practitioner that engages in ongoing planning, evaluation and implementing improved strategies for the learning program
- Reflect upon NAPLAN and other data as applicable to develop improved learning strategies that lead to enhanced student learning outcomes
- Share outcomes of professional learning with colleagues

Policy & Administration

- Adhere to the Code of Conduct for staff employed in CESA schools
- Support and adhere to the CESA Teacher Accreditation Policy
- Support and implement College policies and the contents of the Staff Handbook
- Keep up to date with the College Calendar
- Fulfil professional obligations in terms of supervision of students in class and on yard duty
- Attend meetings and briefings to ensure effective communication is achieved
- Support special College events such as Feast Days, Awards Assembly and other evening events as required
- Act as an ambassador for the College through school promotions such as Open Day

Interaction with the College and broader community

- Demonstrate effective leadership skills in designated areas of responsibility
- Demonstrate effective communication skills with students, colleagues, parents/caregivers and others at all times
- Work effectively as a member of a college team to actively and positively support college activities
- Positively engage in and undertake professional development, training and professional reviews when required
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice

Perform other duties as required by the Principal (or delegate)

PERSON SPECIFICATIONS

- Current Teacher Registration in South Australia and relevant demonstrated knowledge and experience
- Teacher Accreditation in Catholic Education SA
- Active support for the Catholic ethos and the College Mission and Values
- Significant and relevant experience of and commitment to pastoral leadership and management and the development and implementation of pastoral and wellbeing programs
- Significant and demonstrated experience in the leadership and management of student behaviour management issues
- Exceptional teaching and learning practices relevant to secondary schooling in a co-educational setting
- Comprehensive knowledge of current educational issues, curriculum frameworks and national standards as they apply to secondary schooling
- Proven ability to build relationships between students, parents/caregivers and staff
- Ability to translate vision into action and inspire, engage and lead others in an innovative manner
- Advanced interpersonal, communication, collaboration and teamwork abilities
- Strong planning, organisational and time management skills

SPECIFIC REQUIREMENTS

Acquire and maintain:

- Evidence of vaccination against, or prove immunity to, COVID-19 and other diseases as specified by the Employer; or provide evidence of a medical contraindication to the available and approved vaccines, to the satisfaction of the Employer
- Working With Children Check and Catholic Police Clearance to work in Catholic Education SA
- Current valid Responding to Risks of Harm, Abuse and Neglect – Education and Care certificate
- Approved Mandatory Notification training
- Applicable First Aid Certificate relevant to the role requirements

WORK HEALTH AND SAFETY

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker while at work you must;

- Take reasonable care for your own health and safety
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

(Reference: Division 4, Section 28 – SA WHS Act 2012)

PERFORMANCE REVIEW

- All employees are required to proactively participate in the College's Performance Appraisal and Development Program including periodic review
- On the first anniversary of appointment and biennially thereafter, or at another mutually agreed time, consultation will occur between the employer and the employee to ensure that the duty statement is accurate
- All staff accepting a Position of Responsibility agree to participate in and cooperate fully with an appraisal of their leadership. For all POR staff, this occurs informally each year with your immediate supervisor; in your last year of tenure you can expect a formal summative appraisal of your leadership

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.